School Improvement Plan

School Year 2017-2018
School: Congdon
Principal: Darcie Aungst

Section 1. Set goals aligned to the AIP

Instructions: *Use the table below to set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:*

STAR Benchmark Data

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/ Advanced	**# of students in Warning**	**# of students in Proficient**	**# of students not Proficient/ Advanced**	**# of students moving from Warning to Needs Improvement**	**# of students moving from Proficient to Advanced**
ELA	158	28	76	95	3	7
Math	135	12	107	81	2	10
Science (grades 6-12 only)						

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining proficiency in those standards.

MCAS ELA Grade 3:
As seen in the chart below, significant progress was made in all standards on the 3rd grade ELA MCAS. Congdon 3rd graders were above the state average in constructed response, essays, and selected responses.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	42	61%	54%	57%	4
Question Type					
Constructed Response	3	47%	37%	38%	10
Essay	13	48%	40%	43%	5
Selected Response	26	70%	63%	66%	3
Strand / Topic					
Language Anchor Standard	**11**	**58%**	**49%**	**53%**	**5**
Conventions of Standard English	10	56%	46%	50%	6
Vocabulary Acquisition and Use	1	79%	81%	84%	-5
Reading Anchor Standard	**24**	**68%**	**61%**	**64%**	**4**
Craft and Structure	5	82%	76%	79%	3
Integration of Knowledge and Ideas	3	60%	54%	59%	1
Key Ideas and Details	16	65%	58%	61%	4
Writing Anchor Standard	**7**	**44%**	**37%**	**39%**	**5**
Text Types and Purposes	7	44%	37%	39%	5

MCAS MATH Grade 3:
As seen in the chart below, significant progress was also made in all standards on the 3rd grade MATH MCAS. Congdon 3rd graders were above the state average in constructed response, essays, and selected responses.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	48	69%	58%	61%	8
Question Type					
Constructed Response	10	60%	49%	51%	9
Short Answer	11	67%	53%	57%	10
Selected Response	27	72%	64%	67%	6
Strand / Topic					
Geometry	**5**	**61%**	**55%**	**60%**	**1**
Reason with shapes and their attributes.	5	61%	55%	60%	1
Measurement and Data	**12**	**71%**	**58%**	**61%**	**10**
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	2	61%	42%	49%	11
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	4	75%	61%	63%	11
Represent and interpret data.	2	84%	78%	79%	5
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	4	68%	53%	56%	12
Number and Operations in Base Ten	**7**	**73%**	**63%**	**65%**	**8**
Use place value understanding and properties of operations to perform multi-digit arithmetic.	7	73%	63%	65%	8
Number and Operations—Fractions	**8**	**54%**	**55%**	**58%**	**-4**
Develop understanding of fractions as numbers.	8	54%	55%	58%	-4
Operations and Algebraic Thinking	**16**	**75%**	**60%**	**62%**	**13**
Multiply and divide within 100.	3	78%	50%	55%	23
Represent and solve problems involving multiplication and division.	9	83%	71%	71%	12
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3	59%	43%	47%	12
Understand properties of multiplication and the relationship between multiplication and division.	1	39%	33%	37%	2

MCAS Math Grade 4:

As seen in the chart below, significant progress was made in all standards on the 4th grade Math MCAS. Congdon 4th graders were above the state average in short answers, at the state average in constructed response, and just slightly below the state in selected responses.

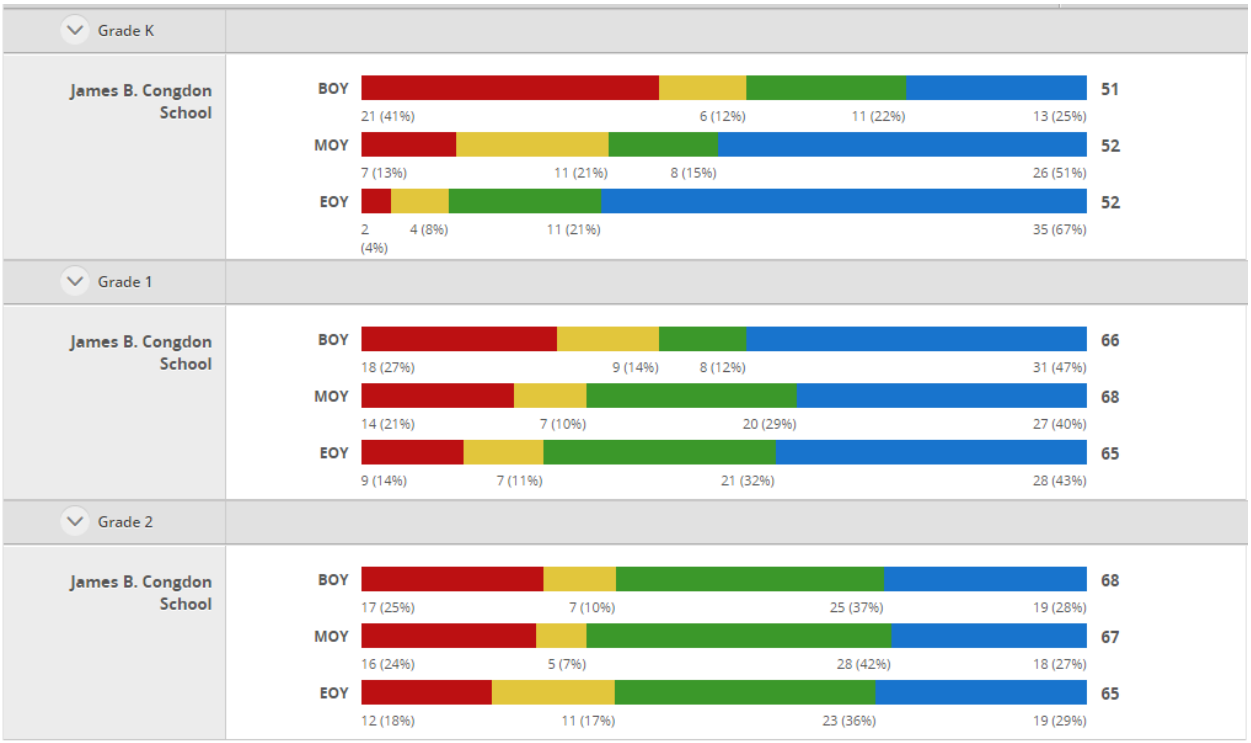
	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	58%	54%	58%	0
Question Type					
Constructed Response	14	42%	37%	43%	-1
Short Answer	15	58%	49%	55%	3
Selected Response	25	67%	65%	70%	-3
Strand / Topic					
Geometry	**7**	**51%**	**51%**	**62%**	**-11**
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	7	51%	51%	62%	-11
Measurement and Data	**11**	**54%**	**47%**	**53%**	**1**
Geometric measurement: understand concepts of angle and measure angles.	5	47%	44%	51%	-4
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	6	60%	50%	55%	5
Number and Operations in Base Ten	**11**	**81%**	**71%**	**73%**	**9**
Generalize place value understanding for multi-digit whole numbers.	1	87%	85%	83%	4
Use place value understanding and properties of operations to perform multi-digit arithmetic.	10	81%	69%	72%	9
Number and Operations—Fractions	**12**	**59%**	**61%**	**64%**	**-6**
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	6	73%	74%	75%	-2
Extend understanding of fraction equivalence and ordering.	2	64%	69%	70%	-6
Understand decimal notation for fractions, and compare decimal fractions.	4	35%	39%	46%	-11
Operations and Algebraic Thinking	**13**	**46%**	**38%**	**45%**	**1**
Gain familiarity with factors and multiples.	5	56%	52%	59%	-3
Use the four operations with whole numbers to solve problems.	8	40%	30%	37%	4

MCAS Math Grade 5:

As seen in the chart below, significant progress was made in all standards on the 5th grade Math MCAS. Congdon 5th graders were above the state average in short answers, at the state average in constructed response, and just slightly below the state in selected responses.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	59%	48%	56%	3
Question Type					
Constructed Response	14	47%	38%	47%	0
Short Answer	11	59%	45%	52%	7
Selected Response	29	65%	55%	63%	3
Strand / Topic					
Geometry	**6**	**88%**	**65%**	**73%**	**15**
Classify two-dimensional figures into categories based on their properties.	1	52%	36%	53%	0
Graph points on the coordinate plane to solve real-world and mathematical problems.	5	95%	71%	77%	18
Measurement and Data	**11**	**39%**	**30%**	**39%**	**0**
Convert like measurement units within a given measurement system	1	27%	20%	33%	-6
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	9	41%	29%	38%	2
Represent and interpret data.	1	38%	44%	55%	-17
Number and Operations in Base Ten	**13**	**56%**	**47%**	**55%**	**2**
Perform operations with multi-digit whole numbers and with decimals to hundredths.	9	59%	51%	58%	1
Understand the place value system.	4	51%	39%	46%	5
Number and Operations—Fractions	**14**	**60%**	**50%**	**57%**	**3**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	9	67%	53%	58%	8
Use equivalent fractions as a strategy to add and subtract fractions.	5	49%	46%	55%	-7
Operations and Algebraic Thinking	**10**	**67%**	**58%**	**66%**	**1**
Analyze patterns and relationships.	3	69%	59%	66%	3
Write and interpret numerical expressions.	7	66%	58%	66%	0

DIBELS 2016-17



STAR District Benchmark Data:

ELA:

- EOY 2017 data shows that all but 1 classroom maintained or exceeded growth.

Math:

- 2 classrooms in grade 2 showed high growth at EOY 2017
- Grades 2 & 5 had the highest increase in percentage of proficiency from BOY to EOY in the district.
- 2 classrooms in grade 2 had high growth AND high achievement.
- All 3 third grade classrooms exceeded growth in Math & ELA by EOY 2017.
- All classrooms in all grades maintained or exceeded growth in Math by EOY 2017.

ACCESS:

- 55 of Congdon's 154 ELs moved up one full level on 2017 ACCESS.
- 17 of Congdon's 154 ELs moved up two full levels on 2017 ACCESS.

Social/Emotional Learning:

- Second Step implemented weekly in 100% of Kindergarten classrooms
- Mindfulness programs in Grades 1, 2, 3, and 4 provided by the School Adjustment Counselor and the Occupational Therapist
- Weekly Comprehensive Health Education with Units in Social and Emotional Wellness
- Playworks Recess Programming resulted in 27 additional classroom hours previously lost to conflict resolution, office calls, and trips to the nurse

Family Engagement:

- BOY, MOY, and EOY Open Houses brought 89% of Congdon families into the school
- Individual Parent Partnership Meetings held weekly for struggling students

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Though significant gains were made in all grades in the area of Math on both MCAS and STAR, gains in ELA in grades 4 and 5 remain a concern. Accelerated growth in English Language Arts is needed specifically for Congdon's English Learner Population, especially those in the lower proficiency levels.

GRADE 4 MCAS - ELA

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	42	62%	59%	65%	-3
Question Type					
Constructed Response	3	45%	45%	48%	-3
Essay	13	47%	47%	52%	-5
Selected Response	26	71%	67%	73%	-2
Strand / Topic					
Language Anchor Standard	**12**	**65%**	**62%**	**68%**	**-3**
Conventions of Standard English	6	51%	51%	56%	-6
Vocabulary Acquisition and Use	6	79%	74%	81%	-1
Reading Anchor Standard	**23**	**66%**	**62%**	**68%**	**-2**
Craft and Structure	6	76%	74%	79%	-3
Key Ideas and Details	17	62%	58%	64%	-2
Writing Anchor Standard	**7**	**43%**	**44%**	**49%**	**-5**
Text Types and Purposes	7	43%	44%	49%	-5

GRADE 5 MCAS - ELA

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	46	60%	56%	65%	-4
Question Type					
Essay	20	49%	42%	52%	-2
Selected Response	26	68%	66%	74%	-6
Strand / Topic					
Language Anchor Standard	**15**	**58%**	**52%**	**62%**	**-4**
Conventions of Standard English	10	58%	49%	60%	-2
Vocabulary Acquisition and Use	5	58%	56%	66%	-8
Reading Anchor Standard	**20**	**70%**	**68%**	**76%**	**-6**
Craft and Structure	3	69%	67%	73%	-4
Integration of Knowledge and Ideas	4	65%	61%	69%	-4
Key Ideas and Details	13	72%	71%	79%	-7
Writing Anchor Standard	**11**	**45%**	**38%**	**47%**	**-2**
Text Types and Purposes	11	45%	38%	47%	-2

STAR District Benchmark Data:

- At EOY, one classroom in Grade 2 showed low growth and low achievement in both ELA and Math.

ACCESS

- 35 of Congdon's 154 ELs remained at the same proficiency level after the 2017 ACCESS testing.

Initiative 1: ELA

Team Members: Principal, Assistant Principal, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes

Teacher Practice Goals:

100% of teachers will plan for and incorporate the following:

- *Accountable Talk every lesson, every day*
- *SEI, Reading Street, & other Evidence-Based Vocabulary Acquisition and Use strategies (Frayer Models, Word Walls, Word Work)*
- *Explicit instruction on utilizing context clues to determine the meaning of unfamiliar words*
- *Individual student goal setting including a system of conferencing with students around reading and writing.*

Student Learning Goals:

- *By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA for grades K-5, and in ELA.*
- *BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA.*
- *By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA.*

What this means for teachers:

- Teachers should continue to tie their lessons to rigorous vocabulary and language acquisition objectives, emphasize conceptual and contextual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:

- The Principal and Assistant Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. They will also support teachers in developing intervention plans that are data driven.
- Learning Walks and Observations will focus on the use/evidence of School-Wide Evidence-Based Instructional Practices including Accountable Talk, Reading Street Vocabulary Acquisition Strategies, Frayer Models, explicit instruction around determining the meaning of an unknown word, and individual student conferencing regarding reading, writing, and goal-setting.
- Lesson Plans will be collected and reviewed to ensure planning is occurring including Congdon's School-WideEvidence Based Instructional Practices (SWEBIPs)

Key Milestones:

Nov. 1:	Feb. 1:	May 1:
➢ Accountable Talk, SEI, RS, & other evidence-based vocabulary acquistion strategies are evident in at least 60 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.	➢ Accountable Talk, SEI, RS, & other evidence-based vocabulary acquistion strategies are evident in at least 80 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.	➢ Accountable Talk, SEI, RS, & other evidence-based vocabulary acquistion strategies are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
➢ TCT Notes submitted weekly will show evidence of ELA collaboration	➢ A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms.	➢ A system of individual student goal-setting and conferencing is seen in 100% of classrooms.
➢ Lesson plans will be submitted weekly by 100% of teachers	➢ MOY Data shows 60 SGP	➢ EOY Data shows 80 SGP
➢ BOY and one progress monitoring will be given on STAR	➢ Progress Monitoring	

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks & Observations:										
ELA Focused Learning Walks with TLS, Reading Specialist, AP, and Principal										
Consistent observation of ELA instruction & planning utilizing DESE's Teacher Rubric										
Professional Development:										
Continue to refine and utilize the *Looking at Student Work Protocol* during Admin Directed time.										
Review of Congdon School-Wide Evidence-Based Instructional Practices (SWEBIPs) such as Accountable Talk & Vocabulary Acquisition and Use Strategies										
Teaching Context Clues & Other Strategies for determining the meaning of unfamiliar words including SEI Strategies										
RtI Model/Differentiated Instruction in ELA, Reading Street Centers, Individual Conferencing & Goal-Setting for Reading & Writing										
Focused work will be done with TLS to build capacity in content knowledge instructional practice, coaching methods, and data and analysis										
Curriculum:										
Writing to support the Writing Reference Guide – including conferencing										
Elementary ELA Curriculum Units of Study and Reference Guides aligned to 2017 Massachusetts Curriculum Frameworks										
Phonics: Reading Street for K-2										
SEI & ESL Strategies incorporated into ELA lesson plans										
Daily use of English in a Flash for all Level 1 & 2 ELs										
Data:										
Use administrative directed time to analyze data and to implement more complex tasks for students to apply to their learning										
Norm the grading of writing CFAs utilizing Reading Street & MCAS rubrics										
MCAS 2.0 Data Collection, Review, & Planning										
Collect & Analyze STAR ELA BOY, MOY, and EOY										
Collect & Analyze DIBELS BOY, MOY, and EOY										
Analyze Data and Trends monthly during vertical grade level committee meetings										

Initiative 2: Math

Team Members: Principal, Assistant Principal, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher Practice Goals

100% of teachers will plan for and incorporate the following:

- *Accountable Talk every lesson, every day*
- *KNSA (Keys to Literacy strategy for solving Math word problems)*
- *Xtramath.org*
- *Individual student goal setting, including a system of conferencing with students around their Math progress.*

Student Learning Goals

- *By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in Math.*
- *BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in Math.*
- *By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in Math.*

What this means for teachers:

- Elementary teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers will be provided with and follow the NBPS Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:

- Principals will be expected to provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
- They will also support teachers in developing intervention plans based on data.
- Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Data Driven Grade Level Meetings utilizing the Looking at Student Work Protocol

Key Milestones

Nov. 1:	Feb. 1:	May 1:
➢ Accountable Talk, xtramath.org, and KNSA strategies are evident in at least 60 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide. ➢ TCT Notes submitted weekly will show evidence of Math collaboration ➢ Lesson plans will be submitted weekly by 100% of teachers BOY and one progress monitoring will be given on STAR	➢ Accountable Talk, xtramath.org, and KNSA are evident in at least 80 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide. ➢ A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms. ➢ MOY & PM Data shows 60 SGP ➢ Looking at Student Work Protocol will be in place during weekly grade level meetings with administration	➢ Accountable Talk, xtramath.org, and KNSA are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide. ➢ A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms. ➢ EOY Data shows 80 SGP

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks, Observations & Committees:										
Math Focused Learning Walks with TLS, AP & Principal										
Consistent observation of Math instruction & planning utilizing DESE's Teacher Rubric										
Vertical Team Meetings to analyze data, trends, and align math teaching strategies.										
SILT Meetings 2x/month (representation from every grade level, Special Education, ESL, and Specialists + TLS, AP, & Principal)										
Analyze data and trends during monthly vertical grade level committee meetings										
Professional Development:										
Continue to refine and utilize the *Looking at Student Work Protocol* during admin directed time										
Review Congdon's Math SWEBIPs – Conceptual Math, xtramath.org, & KNSA for teachers										
Math RtI/Differentiation/Math Centers – including individual student conferencing and goal-setting for Math.										
Build capacity of new TLS in content knowledge, instructional practice, coaching methods, and data and analysis.										
Data Analysis:										
Analyze Elementary enVisions Topic Tests and Performance Based Assessments										
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning										
MCAS 2.0 Data Collection										
Collect STAR Math BOY, MOY, and EOY										
Curriculum:										
Implementation fidelity incorporating all components of enVisions 2.0										
Daily Use of xtramath.org for all grades (K starting in January)										
Keys to Literacy – KNSA (close reading & annotation strategy for solving word problems)										
Consistent Use of Daily Common Core Review Sheets for Spiral Review (Teacher Resource Books)										

Initiative 3: SEL (Social Emotional Learning)

Team Members: Principal, Assistant Principal, TLS, SAC, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:
Teacher & Counselor Practice Goals:

100% of teachers will plan for and incorporate the following:

- *PBIS strategies for Tier 1 & 2 behaviors*
- *Zones of Regulation strategies*
- *Trauma Sensitive Schools best practices*
- *Individual student goal setting, including a system of conferencing with students around their social, emotional, & behavioral progress.*

Student Learning Goals:

- *There will be a 40% decrease in student behavioral office referrals*
- *At least 80% of students will be able to regulate emotions by utilizing Zones of Regulation, Mindfulness, and Second Step strategies*
- *There will be a 25% increase in positive links on the PBIS chain as compared to last year*

What this means for teachers:

- The school adjustment counselor, heath educator, & classroom teachers will teach social & behavioral expectations using the PBIS/RtI model.
- Teachers & the counselor will learn & implement Social Thinking strategies & The Zones of Regulation framework
- Counselors & the health educator will develop lessons using Social Thinking
- Counselors and teachers will utilize Zones of Regulation and Social Thinking methodology to help build the skills that are necessary for students to meet PBIS expectations.

What this means for building leadership:

- Principal will work with staff to develop a consistent set of expectations for meeting student behavior and social emotional needs.
- Principals will model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.
- Principal will serve as the head coach for PBIS trainings and meetings.
- Principal, AP, and TLS will conduct learning walks to look for SEL strategies including PBIS, Social Thinking, Zones of Regulation, & Trauma Sensitive Schools.

Key Milestones Nov. 1:	Feb. 1:	May 1:
➢ At least 60% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors. ➢ Staff will receive training in order to incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.	➢ At least 80% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors. ➢ At least 75% of staff will incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts. ➢ Staff will receive training in Trauma Sensitive practices.	➢ 100% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors. ➢ 100% of staff will incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts. ➢ 100% of staff will follow Trauma Sensitive practices.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Learning Walks & Observations:										
Principal, SAC, TLS, & AP will conduct learning walks to look for SEL best practices										
Principal & AP will observe Standard 2 – Teaching All Students (rituals and routines)										
Climate and Operational Leadership Team – PBIS & Trauma Sensitive Sub-Committees										
Professional Development:										
PBIS – coaches trainings										
PBIS – team trainings										
PBIS – building wide-trainings										
Trauma Sensitive Schools Training – Whole Staff										
Social Thinking and Zones of Regulation – Principal, SAC, &										
Curriculum:										
Social Thinking & Zones of Regulations										
Life Skills in Health Classes Grades 3-5										
SAC will teach Second Step in Kindergarten										
SAC and teachers will teach and implement mindfulness in grade 1										
Data Analysis:										
SWIS-training and implementation										
Office Referral Checks - Quarterly										

Initiative 4: Parent and Community Outreach

Team Members: Principal, Assistant Principal, SAC, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:
Teacher Practice Goals

- *100% of teachers will increase their two-way family communication.*

Student Learning Goals

- *100% of students will have at least one family member attend a school meeting or event*

What this means for teachers:

- Teachers should actively reach out to families in order to build relationships around their child's learning.
- Teacher will create a welcoming classroom for families and students with consistent and regular two-way lines of communication.
- Staff will participate in a campaign to make positive phone calls home as part of PBIS.
- Staff will collaborate with our community partners.

What this means for building leadership:

- The Principal and AP will evaluate and encourage staff to increase two-way communication with families.

Key Milestones

Nov. 1:	Feb. 1:	May 1:
➢ Teachers will provide evidence of positive phone calls to families during admin directed times. ➢ Family Egagement Committee is created and meeting at least once per month ➢ At least 2 family events have been planned & held (Open House, Kindergarten Orientation, Trunk or Treat) ➢ Individual Parent Partnership Meetings with Struggling Students	➢ Attendance for Open Houses and other after school events will be analyzed in order to create a list of families who need to be contacted. ➢ At least 2 family events have been planned & held (Mid-Year Open House, Holiday Hope, Coffee Chats) ➢ Individual Parent Partnership Meetings with Struggling Students	➢ 100% of staff will provide documentation of regular two-way communication with families. ➢ At least 2 family events have been planned & held (EOY Stepping UP Open House, Field Day, Spring Fling, Moving on Up Ceremony for K and 5) ➢ Individual Parent Partnership Meetings with Struggling Students

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Committees:										
Family Engagement Committee										
Climate & Operational Leadership Team										
Events:										
BOY Open House										
MOY Open House – Literacy & Math Home Help										
EOY Open House – next grade level expectations and preparations										
Satellite Open House – North End & West End										
Positive Phone Calls Home Campaign										
Remind App or Class DoJo Pilots										
Individual Attendance Meetings										
Various After School Events – Hallowed Halls, Literacy Night, Math Night, Spaghetti Supper										
Community Partners & Programs:										
Continue Partnership with CCBC										
Continue Partnership with Child & Family										
PAACA Bridges to Middle School Program										
After School Art Works Program										
Casa de Saudade Library										

Section 4. Develop a targeted PD plan to support SIP

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Improve Math Fluency	Xtramath.org will be implemented for all students in every class to strengthen students' basic math facts/computational skills as recommended in the Common Core. Teacher and students will also utilize the envisions 2.0 Daily Common Core Review.	Most teachers incorporated xtramath.org as a computational skills practice and have communicated a desire to keep it building wide to help improve computation skills/basic math facts. Students and families are now familiar with the program and many report using it at home.	100% of teachers will dedicate 10 minutes per day to implement xtramath.org in order to improve basic math facts and computational math fluency. This will be evidenced by lesson plans, xtramath.org reports, and classroom observations.
Improve Vocabulary Acquisition, Use, and Application	The Frayer Model, 7-Step, RS, and Accountable Talk vocabulary strategies will be used in every classroom. All teachers will build capacity and efficacy in teaching students how to determine the meaning of unfamiliar words through context clues and other strategies. Students will be able to articulate and utilize these strategies across content areas including unified arts classes.	Returning teachers are currently using the RS vocabulary amazing words, 7-Steps, Frayer Model, and Accountable Talk. There are several new teachers who need beginning level PD in these areas while returning teachers have indicated a need for deeper PD in the same areas. Close reading as a strategy is being used in some classes.	Every teacher in the building will implement focused vocabulary acquisition and use instructional practices including The Frayer Model, 7-Steps & other SEI strategies, RS, Context Clues, and Accountable Talk. Students will know and be able to use context clues and other strategies to help with their language acquisition. These practices will be evident in lesson plans and in classroom observations.
Improve solving for word problems	Every student in every class will use KNSA as a strategy to closely read and annotate word problems and other multi-step questions.	Teachers understand the need for an evidence-based instructional school-wide practice to help our student annotate word and multi-step problems.	Every teacher in every classroom will model, post, and check for the KNSA annotation strategy. This will be evident in lesson plans and classroom observations
Improve school climate and culture – maintatin & expand upon Congdon's PBIS model	There will be a school-wide code of conduct, a matrix of expectations for all areas of the school, positive incentives, and active supervision throughout the building.	Teachers have begun implementing the Code of Conduct into their classrooms with posters and instruction. Congdon has establishe a PBIS sub-committee under the Climate and Operational Leadership dedicated to the continued implementation and expansion of PBIS best practices.	Teachers will use positive reinforcement and incentives to create safe and supportive learning environments for all students. Teachers and other staff will incorporate family engagement in order to increase Congdon's culture and climate.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

EXAMPLE

Focus area 1:	Using data to inform instruction		
Instructional strategy:	Checks for understanding	**Approximate dates:**	Oct – Dec (approx 10 weeks)
Meeting	**Learning objectives for teachers**		**Support needed**
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses		Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding		
Nov. PD session 1	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points		
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc		
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content		Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding		
Dec. PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding		

Focus Area 1:	Math – Conceptual Understanding - Solving Word Problems and Improving Math Fluency		
Instructional strategies:	Annotation/KNSA Xtramath.org Math Fluency/Computation Skills Practice	Approximate dates:	October - December

Meeting	Learning objectives for teachers	Support needed
September PD Sessions 4 & 5	Introduce the AIP, SIP, and the focus areas. Present data showing the need for school-wide instructional practices around vocabulary acquisition. Teachers will be able to articulate the school goals and focus areas from the 2017-18 SIP.	
October PD Session 1	TWBAT understand and implement xtramath.org geared toward improving students' automaticity of basic math facts/computational skills (math fluency/numeracy.) & understand KNSA. TWBAT understand the purpose and need for annotation and begin examining KNSA.	TLS Math PD Team
November PD Session 1-5	TWBAT implement the enVisions 2.0 Math curriculum with fidelity, differentiating based on student work and assessments, and understand the importance of teaching math conceptually. TWBAT progress monitor math fluency on xtramath.org as well as students' mastery of grade level math standards on STAR.	TLS Math PD Team
October 27	Progress Monitoring for STAR	Chromebooks All Content Teachers
October SILT	Analyze BOY & Final MCAS data and help design next steps.	SILT Reports from STAR, MCAS, & Pearson
January and February SILT	Analyze MOY data and help design next steps.	Reports from STAR

Focus area 2:	ELA – Vocabulary Acquisition, Use, and Application		
Instructional strategy:	**Frayer Model, 7-Steps, Context Clues, Write-Arounds, RS, and Accountable Talk Vocabulary Acquisition & Use strategies.**	**Approximate dates:**	**December - February**

Meeting	Learning objectives for teachers	Support needed
December PD session 1 & 2	TWBAT implement the Frayer Model, 7 Steps, and RS vocabulary acquisition strategies.	PD Planning Team, ESL Teachers, TLS
December PD session 3	TWBAT utilize the 7-Step Method for vocabulary acquisition and implement Write-Arounds for vocabulary use.	
December PD session 4	TWBAT effectively implement Reading Street vocabulary strategies with EL students in mind.	
Nov. SILT meeting	Analyze data from STAR BOY, Final MCAS, and RS involving vocabulary acquisition and use.	
Dec. PD session 5	TWBAT understand the purpose and methodology of Accountable Talk. TWBAT implement Accountable Talk.	

Focus area 3:	Improve school climate and culture by establishing a school-wide and classroom PBIS model that incorporates trauma sensitive, social thinking, and zones of regulation strategies.		
Instructional strategies:	Active supervision, positive talk 2:1, gotchas & incentives, interventions, trauma-informed instruction, Social Thinking, and Zones of Regulation	Approximate dates:	January-March

Meeting	Learning objectives for teachers	Support needed
January Full Day PD	TWBAT understand concepts around trauma informed instruction and behavioral interventions.	DESE Safe Schools Trainers
January COLT	TWBAT create a safe and supportive learning environment for all students including LBGTQ students. Design an incentive program and determine gotcha look-fors. Create lesson plans	PTO Business Office – Student Activities Account
January PD Session 3	TWBAT incorporate a 4 to 1 positive ratio when redirecting students.	
January PD Session 4	TWBAT actively supervise instruction and behavior in the classroom and hallways utilizing the PBIS active supervision model.	
January PD Session 5	TWBAT understand and implement tier 2 and tier 3 interventions.	